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ABSTRACT

Teachers and paraprofessionals working as instructors in adult English as a Second Language (ESL) programs needed special training to increase their ESL skills and subject matter knowledge. A review of the literature on adult education traces the development of the concept from the eighteenth century to the present, examines the recent particular development of Adult Basic Education (ABE) and ESL within the adult education movement, and hypothesizes that ESL/ABE instructors can improve their self-confidence and competency by participating in a teacher training instructional module. Such an instructional training package was presented to three groups (26 subjects) representing a wide range of ESL programs in Colorado and Wyoming. Research data indicated that an ESL training package given to three test groups improved their knowledge of selected ESL goals and objectives and of related ESL teacher competency information. The data lead to such conclusions as: training packages geared toward special needs of ESL teachers of adults can result in significantly increased knowledge gains; and the learning package structure is well received by teachers of varying knowledge levels who are teaching students of varied backgrounds. The learning package script (32 pages) and course outline are appended. (Author/JR)

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THESIS

THE EFFECTS OF A TRAINING PACKAGE ON ESL TEACHERS IN ABE PROGRAMS

Submitted by

Shirley E. Kircher

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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In partial fulfillment of the requirements

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WE HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER OUR SUPERVISION

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ABSTRACT OF THESIS

THE EFFECTS OF A TRAINING PACKAGE ON ESL TEACHERS IN ABE PROGRAMS

Problem. Teachers and para-professionals working as instructors in adult English as a Second Language programs need special training to increase their ESL skills and subject matter knowledge.

Methods. An ESL instructional training package, designed and produced by the author, was presented to three groups comprised of twenty-six subjects representing a wide range of ESL programs in Colorado and Wyoming. Pre- and post-test questionnaires covering subject matter competencies and job attitudes were administered to two groups. One group received only the post-test.

Findings. Data collected from this research yielded evidence that an ESL training package given to three test groups improved their knowledge of selected ESL goals and objectives and of related ESL teacher competency information. A highly positive attitude was shown on both pre- and post-test on expectations of enjoyment, pleasure in ESL teaching, excitement at knowing foreign born and lack of task boredom, eagerness to help and willingness to work overtime, and desire to learn more about ESL teaching. The pre-test revealed substantial uncertainties of ESL knowledge, role, and job expectations and fears that students would feel that subject was a poor teacher. These negative feelings were improved somewhat by the ESL training package.

Conclusions and Recommendations. (1) Subjects in this study had a low level of knowledge of goals and objectives of the adult ESL program and related subject matter knowledge before receiving training.

(2) ESL instructors, whether professionals, para-professionals, or volunteer tutors, show a high degree of altruism, job enthusiasm and desire to learn more about ESL teaching. This seems to indicate that an ESL training package might be useful and well accepted.

(3) Training packages geared toward special needs of ESL teachers of adults can result in significantly increased knowledge gains.

(4) Use of the pre-test with two groups significantly increased their amount of learning by comparison with the one group that did not receive the pre-test and some awareness raising device should be included as part of the package.

(5) The learning package structure is useful, flexible and well received by groups of varying sizes, levels of knowledge and who are instructing students from a wide variety of native backgrounds.

(6) Follow-up studies would be valuable to determine how much of knowledge gains following such short term training are permanent ones.

(7) Plans for development of use of video-tape of micro teaching following the use of the training package would seem to expand the usefulness as a training device.

(8) Further studies in other Region VIII states to determine existing adult ESL program goals and instructor competency levels and other factors perhaps related to results (drop-out rates, student satisfaction, etc.) would give a more complete picture of the region.

(9) There is a need for further packaged materials in adult ESL methods and techniques, screening and evaluation.

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CHAPTER I

INTRODUCTION

Purpose

In recent years it has become increasingly apparent that a person who wants to teach a language needs more than a command of the language and an interest in teaching it. The fact that English is one's native tongue does not of itself qualify one to teach it to the thousands of persons who come to this country every year, some of whom plan to make their homes here and become United States citizens. Almost all need help with the English language. Frequently the teachers who try to give needed language help are intelligent, dedicated, and in most respects quite competent, but are lacking in acquaintance with the techniques and materials employed by the specialists in this work. These teachers can learn about language teaching through a program of in-service training. This research effort prepared, implemented, and evaluated an English as a Second Language (ESL) Instructional Learning Package designed to facilitate the improvement of English language teaching and learning among adults in Adult Basic Education (ABE). The package was tested among teachers, tutors and para-professionals working in two programs in Colorado and four in Wyoming to determine if the material that was presented improved teacher competencies in selected areas and if the slide-tape format was an effective and interesting one.

Situation

The author has been a teacher of basic education to adults for six years. During that time, she has personally observed the numbers of

foreign born adults seeking help with English language learning from the Colorado Springs Public School program increase tremendously (from 6 in 1968 to 200 in 1974). During this same time span, program funds have increased very little though the cost of published materials has multiplied.

To avoid severe curtailment of programs, increasing numbers of volunteers and para-professionals have been used to teach English to the foreign born adult. It has been the observation of the author that very few certified teachers have had any experience or training in teaching the foreign born adult and are lacking in understanding of the problems of language learning and special needs of adult students. In order to avoid a deterioration of quality of instruction, an ongoing program of inservice training has become increasingly necessary. The need for high interest, flexible materials that could be used repeatedly at the convenience of busy people was obvious, and experimentation with various types of in-service training was initiated.

While doing graduate work in adult education at Colorado State University, the opportunity became available to devote time to development of some training materials to be used by those who were teaching English to the foreign born adult. Financial support was provided by Project ACT (Adult Competency Training).

Project ACT. Project ACT was funded through a grant by the Division of Adult Education Programs; Bureau of Adult, Vocational and Technical Education; U.S. Office of Education; of the Department of Health, Education and Welfare under section 309 (c) of the Adult Education Act of 1966. It is administered by Colorado State University under the direction of Dr. James Kincaid, Director. Project ACT serves the

six states of Region VIII (Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming) and was designed to serve as the catalyst for the development of a self-sustaining Regional Adult Staff Development System. There were three main efforts directed toward achievement of that purpose: (1) a Regional Consortium Organization to achieve effective, representative decision making, (2) a multi-dimensional trainer capability state-by-state and for the region as a whole, and (3) an extensive array of training units--materials, modules, etc.--that could be variously packaged to meet adult education competency needs.

To achieve the "trainer capability" section of the statement of purpose, Regional Resource Teams were established. The author, as a member of the team concerned with Individual Approaches to Instruction in ESL and Reading, soon became aware of the lack of effective short term teacher training materials and the general lack of understanding of the need for special training for ESL teachers. This realization led to the first steps toward developing an ESL training module in a special studies graduate course at Colorado State University and culminated in the development of the Learning Package which was the subject of this research.

"Educational Goals and Objectives of the Adult ESL Program" was chosen as the topic of the learning package because of the author's belief that it is of primary importance in developing a successful approach to language teaching. Busy teachers often express the desire for training in "methods and techniques" or knowledge of the "best text" to use, but these may be insufficient and ineffective without the underlying foundation of the theory and principles of foreign language learning and teaching.

Statement of the Problem

Teachers and para-professionals working as facilitators in English as a Second Language/Adult Basic Education Programs in Region VIII need special training to:

(1) name the three chief aspects of foreign language learning,

(2) indicate when a person has learned a foreign language or partially learned it,

(3) determine educational goals and set specific program objectives for the adult ESL/ABE program,

(4) identify the individual differences of adult ESL students.

Improvement of these competencies will increase the ESL instructor's ability to meet the language learning needs of the adult foreign born student.

Rationale

Stevick (1957) said,

> It would be impractical to ask all these persons to complete semester courses in teaching English as a Second Language before they undertake work of this kind. Further, they should not be discouraged from trying to help their interested neighbors learn some English. The loss of personal contact and communication would be too great on both sides, both on an individual and on a national level. However, it is not necessary for such teachers to proceed without any knowledge of the accumulated experience of others. Ideally, as they devote more and more energy to their teaching, they will invest corresponding amounts of time in improving their preparation for the work (p. 6).

Alatis (1958), writing in the foreword to Teaching English as a Second Language by Mary Finocchiaro, stated:

> The problem of teaching English as a second language, which had been so critical abroad and which concerned international educational programs and foreign students, had come home to roost--with with a vengeance. The demand for properly trained teachers of English as a second language had become acute. There is a desperate need for textbooks and reference manuals for teacher training (p. xii).

Study indicates that courses in the teaching of ESL are not readily accessible to many of the people working in the field. Croft (1972) wrote:

> Teacher training in the Teaching of English as a Foreign Language (TEFL) at the academic level dates from the early 1940s, when Charles C. Fries established the English Language Institute at the University of Michigan. By now, there must be forty or fifty institutions of higher learning that have teacher-training courses in this field, but with the increased interest in providing English training to non-English speaking elements of our own population, there has been a shift of emphasis at many institutions from TEFL to TESL (p. xvii).

Definitions

(1) Teacher training instructional package - The specific learning/teaching unit designed and produced by the author.

(2) A greater degree of competency - Behavior evidenced by a post-test score of eighty per cent or more on the questionnaire covering package objectives.

(3) ESL - English as a Second Language.

CHAPTER II

REVIEW OF LITERATURE

Axford (1969) wrote:

> Adult education is not a new concept. Since the beginning of recorded history we have evidence of men who have learned throughout their individual lifetime and have used numerous informal methods to perpetuate culture. But formal and institutional adult education on any large scale is relatively modern (p. 27).

Schroeder (1970) quoted Houle's definition of adult education:

> Adult education is the process by which men and women (alone or in groups) attempt to improve themselves by improving their skills or knowledge, developing their insights or appreciations or changing their attitudes; or the process by which individuals or agencies attempt to change men and women in these ways (p. 40).

The Adult Education Movement

A brief review of the adult education movement was deemed significant as background for this research. Historians attribute the beginnings of the adult education movement to the Protestant revolt of the sixteenth century and the general awakening of Europe taking place at that time.

Eighteenth Century Beginnings. According to Axford (1969), Bishop Nicolaj Gruntvig in Denmark and Benjamin Franklin were early adult education pioneers of the eighteenth century who exerted a strong influence on the movement. Believing that only the adult is mature enough to understand life, Gruntvig established schools of adult education, known as the Danish folk schools, revitalizing the young farmers who had grown "pessimistic and lethargic in their suffering". Sometimes called the patron saint of adult education, Benjamin Franklin served as publisher of "Poor Richard's Almanac" and founder of more than one agency of adult

education: the Junto, prototype of Rotary International; Subscription Library Association, Academy of Philadelphia (later to become the University of Pennsylvania) and the American Philosophical Society.

During this same period in England, the industrial revolution made people realize that education was a privilege for more than the elite. Verner wrote (1966):

> At the turn of the nineteenth century, England was being transformed from an agrarian to an industrial society. The population of England and Wales had exploded from some five and a half million in 1700 to nearly nine million by 1801. Urban slums were developed as the number of poor increased and concentrated in urban areas. . . . The stresses produced by population growth, industrialization, war, and economic disparity were encouraging a rising discontent and an undercurrent of reform which sought to alleviate the plight of the poor. In consequence, numerous charitable and welfare societies came into existence (pp. 1-2).

The religious movement was one of the dominant movements of the nineteenth century and it produced a new piety which produced activity for prison reform and worked for alleviation of "poverty, illiteracy, and sin" according to Verner (1967). He further stated:

> The poor were sinful because they could not read the Scriptures and, thus, would not buy Bibles which they couldn't use. Sin, therefore, resulted from illiteracy and the amelioration of sin was through moral instruction. Since the poor were sinful because they were illiterate, they must be taught to read the Bible in order that they might help save themselves from sin without at the same time undermining that "cheerful submission to their lot" and "honest dependence on their own exertions" that was thought virtuous in the poor (p. 4).

Dr. Thomas Pole, an American born Quaker, published History of Adult Schools in 1814. Verner wrote that this is the earliest known book about adult education. Pole stated (1816) that there were 1,200,000 adults in England alone who had never learned to read (p. 6).

The growth of the adult education movement in the United States is traced to the Colonial days. Axford (1969) summarized the background of the adult education movement by describing the lyceum movement, the

Chautaugua Institution, The Philadelphia Society for the Extension of University Teaching, and the University Extension efforts (including a prototype, the University of Wisconsin and its Extension Division founded in 1906). He further delineated the development of national organizations promoting adult education such as:

> . . . the National University Extension Association founded in 1915, the Adult Education Association, U.S.A. in 1951, the National Association for Public School Adult Education, an affiliate of the National Education Association, and the Association of the University Evening Colleges (p. 38).

Contemporary Concerns. Malcolm Knowles (1970) discussed "an evolving new technology for the education of adults" (p. 38). To distinguish it from pedagogy, he gave it a new name, "andragogy" (p. 3). He continued:

> Skillful adult educators have known for a long time that they cannot teach adults as children have traditionally been taught. For adults are almost always voluntary learners, and they simply disappear from learning experiences that don't satisfy them. So the practice of adult education has in fact been departing from traditional pedagogical practices for some time (p. 38).

The March, 1973 annual report of the National Advisory Council on Adult Education stated: "More and more we are accepting the realization that learning is a continuous, lifelong process and that there must be established a comprehensive system that provides for the education of adults" (p. 3).

The rationale and motivation for adult education seems to have changed since the early religious and moralistic concern expressed for the individual. Today the materialistic and functional needs of society seem to dominate, as indicated by one of the purposes of the Adult Education Act of 1966 to enable adults to "become more employable, productive, and responsible citizens" (Sec. 302).

Adult Basic Education (ABE)[1]

Griffith (1970), Associate Professor of Education and Chairman of the Adult Education Special Field Committee of the University of Chicago wrote:

> Adult Basic Education (ABE) has been the subject of national interest since 1964; interest which focused initially on the efforts to train adult illiterates under title II-B of the Economic Opportunity Act of 1964 (P.L. 88-452). This program, which became operational in 1965, was funded by the Office of Economic Opportunity and administered by the Adult Education Branch of the United States Office of Education. Title 3 of the 1966 amendments to the Elementary and Secondary Education Act (P.L. 89-750), known as the Adult Education Act of 1966 shifted the funding and administration of the program to the Office of Education. Since that time the Congress of the United States has continued and increased its annual appropriations for this purpose. . . . In providing funds for adult basic education in 1964 the Congress expressed the intention of assisting adults whose lack of skills in reading and writing were restricting their possibilities of securing employment commensurate with their potential ability. The legislation focused on assisting adults to reduce their dependence on others and to enable them to meet their adult responsibilities more adequately. Subsequent legislation has not altered the purposes of the program appreciably (p. 3).

At the Workshop To Increase and to Improve University Teacher Training Programs in Adult Basic Education held at the University of Chicago in March, 1969 a three part definition for adult basic education was proposed for development of communication and computational skills equivalent to that of twelve years of formal schooling, certain social living skills and the resultant improved quality of life.

People in ABE. The October, 1973 report of the National Advisory Council on state demographic data named the national target population for adult education as 57,667,171. The target population was defined as "persons sixteen years of age and older not enrolled in school who have not completed high school."

---

[1]In the last decade, a primary emphasis within adult education has been placed on Adult Basic Education (ABE).

English as a Second Language (ESL)

A major content area within ABE is ESL. The usage of the term "English as a Second Language" was defined by Croft (1970) in the following way:

> There are three current expressions that describe the teaching of English to non-native speakers of the language: "teaching English as a foreign language" (TEFL), "teaching English as a second language" (TESL), and "Teaching English to speakers of other languages" (TESOL). In American usage TEFL usually refers to teaching English overseas or to foreigners who are more or less temporary residents in the United States; such as foreign students, visitors, or diplomatic people. TESL, on the other hand, has to do with the teaching of English to non-native speakers who are more or less permanent residents in the United States, such as Mexican-Americans, American Indians, Puerto Ricans, or Chinese-Americans. (The TESL term also includes the teaching of English in the Philippines, India and other countries where English is an official language.) TESOL, a broader expression, encompasses both the TEFL and the TESL groups, actually, as the term implies, it includes all teaching of English to non-native speakers everywhere.
>
> The expression "English for the foreign born" still has some currency in urban adult-education programs, perhaps because a number of textbooks still carry the label English for the Foreign Born: but this expression, along with "English for new Americans," "English for non-native speakers," and the like, is rapidly giving way to "English as a second language" (ESL). Even the term "English as a foreign language" (EFL) seems to be on the decline (p. xiv).

Need for ESL Nationwide. The history of ESL in the adult education movement began with the need to educate and "Americanize" the immigrant during the nineteenth century. Schroeder (1970) wrote that the concerns of adult education between the Civil War and World War I shifted from general knowledge and enlightenment to specific program areas such as "vocational education, citizenship education, Americanization, and public affairs" because of the influences of immigration and industrialization. He further stated that the one which gained the most prominence was the Americanization of the foreign born--"exemplified by the establishment of the Department of Immigrant Education of the National Education Association in 1920, which became the Department of Adult Education in 1924" (p. 26).

Gradually, awareness of the value and need for ESL programs, for both adults and children, has increased. Finocchiaro (1969) wrote of the growing concern when speakers of other languages, because of their inability to function in the English language, "do not reach their full potential and do not avail themselves of the possibilities for upward social mobility which the country offers" (p. xiii).

ESL in Region VIII, Need and Participation. There is increasing awareness of the growing numbers of foreign-born and minority groups who are considerably less than fluent in English. Zintz (1969) quoted Mario Pei, who wrote in Language for Everybody: "When the population of the United States was about 175,000,000 in 1955, there were 22,000,000 people in the country for whom English was, at best, a second language" (p. 11). Additionally, Zintz stated:

> About 12 1/2 per cent of the population is handicapped in the fluent use of the language of the land in which they live. The minority groups of the Southwest constitute a sizeable proportion of this 12 1/2 per cent. Lack of fluency in the dominant tongue is one basic factor underlying educational retardation (p. 11).

Sanchez (1970) commented in the foreward to Mexican Americans in School: A History of Educational Neglect as follows:

> The Mexican American population, at least in Texas (in spite of the drain of Texas Mexicans to California) is now growing at a faster yearly rate than any other ethnic group. The fact that this group numbers around 4,000,000 in the five southwestern states, and is growing at the same rate as that of Mexico (suffering from a "population explosion") should give pause to the educator, the politician, the social worker--to industry and to government planners (p. x).

It would seem obvious that there is an established need for ESL programs.

Data about students in adult ESL programs are difficult to obtain because of the method of reporting and because of the prevalent practice of including foreign born persons in regular ABE classes, regardless of

their English fluency. Table 1 represents the combined figures from Table 2, page 23, in the March, 1973 Annual Report of the National Advisory Council on Adult Education (NACAE), and Adult Education State Demographic Data, October, 1973, also published by the NACAE.

The 1960 census found that 2,793,000 Mexican aliens were admitted to the United States as agricultural workers (p. 101). Zintz (1969) cited a report by Day and Edshammar (1967) in which travel patterns of seasonal migratory agricultural workers were reported from a map in Public Health Service Publication No. 540, 1966. The major direction of migratory movement (following entry through Texas) is northwest. One of the major routes is through Colorado, Wyoming, ending in Montana and branching into Idaho and the Dakotas. The pattern is reversed as the crop season ends in the northern states.

Competency Needs of Teachers in ESL

Cross-cultural awareness and understanding. There are indications that there is a lack of understanding on the part of the public schools as to the needs of non-English speaking children and their parents. Zintz (1969) quoted Anderson and Safar (1967):

> There is an almost unanimous feeling on the part of school personnel that Spanish-American and Indian students are less capable of achieving desirable goals and ultimately becoming productive members of society than are their Anglo contemporaries. School personnel seem to perceive this as lack of innate ability rather than the fault of an inadequate school system. This attitude exists even though the school program attempts in no way to compensate for the educational disadvantage of these children, many of whom can barely speak English when they enter the schools. This suggests that schools may be perpetuating the stereotype that these minorities are little interested in education, come from families that value education little, come from homes that do little to assist or support children's school efforts, and that the parents are content to live as wards of the government (p. 15).

What are the implications of these facts for adult education?

Table 1

TOTAL NUMBERS AND PERCENTS ENROLLED IN ABE AMONG SEVERAL RACIAL AND ETHNIC GROUPS BY STATES IN HEW REGION VIII

	Colo.	Mont.	N.Dak.	S.Dak.	Utah	Wyo.
Census Total	2,207,259	694,409	617,761	665,507	1,059,273	332,416
Target ABE Pop	461,261	161,254	167,179	173,397	179,743	71,669
ABE Enrollees	5,882	1,094	995	1,304	1,580	1,009
% Target Enrolled	1.27%	.67%	.53%	.7%	.8%	1.4%
Span Lang Census	286,467	NA	2,007	2,954	43,550	18,550
ABE Mex-Amer Enr	2,888	NA	9	156	280	257
% of ABE Enrollment	49.1%	NA	.9%	11.9%	17.7%	25.5%
Amer-Ind Census	8,111	NA	13,697	30,661	10,575	4,806
ABE Amer-Ind Enrollment	132	NA	86	377	302	84
% of ABE Enrollment	2.2%	NA	9.0%	28.9%	19.1%	8.3%
Oriental Census	9,998	NA	495	615	6,072	641
ABE Orient Enrollment	124	NA	39	15	90	24
% of ABE Enrollment	2.1%	NA	4.1%	1.2%	5.7%	2.4%

NOTES: (1) The Spanish Language Census figures and the ABE Mexican-American enrollment figures are of general interest only, since no assumption can be made of the number of persons within that group actually needing ESL instruction.

(2) The Oriental Census figures include Japanese, Chinese and Korean only. ESL classes may include Thai, Vietnamese and various other Oriental groups.

(3) The median school years completed, for persons of Spanish heritage, was significantly lower than that of the white population and varied from 9.0 for males of Spanish Heritage in Wyoming to 12.6 for males of Spanish heritage in North Dakota.

(4) Montana is prohibited by state law from maintaining such records.

Zintz (1969) and others have stated that the education of children and their parents must go together. A group of Florida State graduate students in an unpublished paper (1970) said that one of the most significant outcomes of adult basic education programs has been revealed in the effect of the parents' attitudinal change on the children. "The children of the parents enrolled in basic education programs have shown marked improvement in school attendance, discipline, and in their general attitude toward school, learning and education in general" (p. 7).

Language teaching skills and techniques. School districts that are generally competent in many educational aspects often seem to be slow in recognizing the need for special training in ESL skills and techniques and even in providing ESL classes themselves. Carter (1970) wrote:

> The most common special (compensatory) language program is some variant of teaching English as a "new" language to Spanish speakers. The ESL program represents a departure from regular school efforts. It usually provides more intensive and structured exposure and employs techniques associated with the audiolingual approaches.
>
> The use of the ESL approach and the audiolingual technique are still considered by many schoolmen to be unproved and experimental. For example, the Texas Education Agency 1966 (p. 124) cites the Pharr-San Juan-Alamo Independent School District's program as an "innovation project." Non-English speaking children aged 10-16 were afforded extended instructional oral English, reading and writing and audio visual materials." California and other states consider what appear to be rather standard ESL programs as innovative. One might think that the audiolingual approach would be well established by this time, but it is still considered experimental by many schoolmen and its use is nowhere near as widespread as would be expected. . . .
>
> Great variation exists among programs of English as a Second Language. A few classes observed quite adequately utilize modern audiolingual techniques and so forth, but many relied almost exclusively on traditional grammar approaches. . . .In summary, if the audiolingual method is to be used, (1) a massive inservice teacher-training program is essential; (2) few language laboratories observed during this study were being operated to maximum efficiency; and (3) often the teachers observed were poor language models because of their own non-standard, sometimes accented speech (pp. 163-167).

In May, 1970, a conference was organized by James Alatis, Executive Secretary of Teachers of English to Speakers of Other Languages, to develop statements concerning the preparation of teachers of English to speakers of other languages. Eight broad guidelines were produced and adopted at the conference. These were cited by Marckwardt (1970) in the TESOL Newsletter 4:

> 1. The teacher of English as a second language should have personal qualities which contribute to his success as a classroom teacher, which will insure understanding and respect for the students and their cultural setting, and which will tend to make him a perceptive and involved member of his community.
> 2. The teacher of English as a second language should demonstrate proficiency in spoken and written English to a level commensurate with his role as a language model. His command of the language should combine the qualities of accuracy and fluency; his experience of it should include a wide acquaintance with writings in it.
> 3. The teacher of English as a second language should understand the nature of language, the fact of language varieties--social, regional, and functional--the structure and development of English language systems and their relations to the culture of English-speaking peoples.
> 4. The teacher of English as a second language should have had the experience of learning another language and a knowledge of its structure, related if possible, to the population with which he is working.
> 5. The teacher of English as a second language should have a knowledge of the process of language acquisition as it concerns first and subsequent language learning and as it varies at different age levels.
> 6. The teacher of English as a second language should have an understanding of the principles of language pedagogy and the demonstrated ability to apply these principles as needed to various classroom situations and materials.
> 7. The teacher of English as a second language should have an understanding of the principles and knowledge of the techniques of second language assessment and interpretation of the results.
> 8. The teacher of English as a second language should have a sophisticated awareness and understanding of the factors that contribute to the life styles of various peoples, demonstrating both their uniqueness and interrelationships in a pluralistic society (pp. 4-5).

The learning package developed by the author addresses itself to points 3, 5, 6, 7 and 8.

Means to Meeting Competency Needs

Formal educational training. According to Croft (1972) the eight preceding statements provide a set of principles upon which teacher preparation programs should be built. He further noted that several TESOL affiliates are urging state departments of education to recognize English for speakers of other languages as a separate teaching field from that for either native speakers or foreign language teaching.

Indications that progress is being made in this direction were stated by Muriel Saville-Troike in May, 1974:

> Progress in this direction is already under way with the teacher-training guidelines developed by TESOL in 1970, their current expansion and restatement by the standing committee on Schools and Universities Coordination, . . . and the input and cooperation of several affiliate organizations particularly concerned with this issue in their own regions and nationally (p. 1).

In speaking of the professional college or university ESL instructor the National Association for Foreign Student Affairs (1973) gave this definition:

> The typical professional has had at least some graduate work in ESL and considerable experience in the field; this person may or may not be a linguist. The individual's particular talents and position may be mainly administrative, or in the fields of theory and research. The professional may be involved principally in ESL teacher training or may serve as a full or part time ESL classroom instructor in a college department or institute. The one common denominator in this diverse group is knowledge of the methods, materials, and theories of teaching ESL.
>
> The semi-professional has had no professional training or background in the field but has been designated as the ESL instructor by virtue of having junior status in the English department. The area of interest and background of the semi-professional may be widely divergent from ESL, but out of a sense of duty and possibly desperation this person reads up on the subject, searching for the best textbooks and materials (p. 3).

If these statements were made about the college ESL instructor, it is interesting to speculate on the qualifications and training of the typical ESL instructor in ABE programs, where funds are severely

limited. One instructor may be serving as reading and mathematics teacher for the beginner (native born), the upper level instructor in General Education Development (GED) preparation, as well as ESL instructor!

There are perhaps forty or fifty colleges and universities providing formal education and training in some one or more of the areas of Teaching English to Speakers of other languages (defined in more detail on page 10 of this paper). As yet, there does not seem to be any standardized teacher requirements for teachers in this domain. There are several Masters degree programs available in ESL or TESOL. More information may be obtained, if desired, by writing:

ERIC Clearinghouse for Teacher Education
American Association of Colleges for Teacher Education
Suite 616, 1 Du Pont Circle
Washington, D.C. 20036

Informal. The informal means of training oneself is through one's self directed reading and research. Teachers who are concerned about their student's welfare will continue to seek out textbooks and materials that will be helpful to their particular situation. Many of the books that the author has found helpful are included in the reference list at the end of this paper.

A number of workshops and institutes are sponsored each year for the purpose of short-term training. One of the best known nationally is the two week summer program sponsored by the Department of Curriculum and Instruction, School of Education, University of Wisconsin-Milwaukee. Increasing numbers of State Departments of Education are sponsoring one or two day workshops especially for the teacher of ESL to adults.

Learning Packages and modules. Kapfer and Kapfer (1972), writing in Learning Packages in American Education, have noted that "a confusing

array" of alternative approaches to packaged learning exists on the educational scene. One simple definition of a learning package might be that it is a systematized way of delivering content process to learners. In the same book, Baum and Chastain have defined a training package:

> . . . as broadly conceived as a self-contained unit which may be delivered to associate centers or other locations and presented by local personnel with minimal effort and with maximum efficiency. The development of such packages would necessarily represent a union of the technology of hardware or machines (e.g., media) and technology adopted from the behavioral sciences (e.g., programming, feedback) culminating in an instructional technology and capability for training more teachers in the development of specific teaching and related skills than is presently possible (p. 117).

A look at the overall condition of teacher education has led one writer (Walter G. Borg, formerly Director of the Teacher Education Program of the Far West Laboratory for Educational Research and Development) to conclude that the most critical need for improvement was in basic teaching skills. He further cited (1972):

> Student teaching is generally regarded as the most effective aspect of current teacher preparation programs. Recent evidence, however, casts serious doubt on the effectiveness of conventional student teaching approaches (p. 162).

Borg then detailed a new system for training teachers developed by the Laboratory, substantially made up of "Minicourse Packages."

Baum and Chastain (1972), of the Special Educational Instructional Materials Center, University of Kansas, Lawrence, discussed ways in which the efficiency of the training potential of a package may be determined by comparing it with other methods of training:

> The variables which could be compared would include the levels of skill resulting from each method and the relative amounts of time and cost involved. It would be anticipated that the initial costs incurred in developing a single training package would far exceed the cost of engaging a speaking "expert" to present essentially the same material and skills to a group of teachers. However, the training package potential for continued re-use through multiple

> reproduction and nationwide dissemination through the IMC/RMC (Instructional Materials Center/Regional Media Center) Network system may ultimately prove more efficient and effective than occasional presentations by experts (p. 120).

It seemed to this writer that a learning package that may be used for short term training for teachers in the ESL/ABE field addresses itself to two of the original purposes of Project ACT. The second purpose was directed toward achievement of a multi-dimensional trainer capability and the third toward production of an extensive array of training units to meet adult education competency needs. Hopefully, this training package will become one of the 4,000 items presently in the Project ACT Resource Information System (PARIS) and will be delivered to and shared with other ACT regional satellite or associate centers. Its format is flexible so that it may be used in a workshop setting in an urban area, or where geographical dispersion of ESL teachers creates difficulty in assembling workshops (as is true in Region VIII), it may be mailed for individual self-instruction.

Baum and Chastain, in their concluding remarks relating to the use of training packages, stated:

> In this manner the training expertise of the nation can be harnessed, delivered and presented to local groups of teachers without undue delay. As each regional center becomes engaged in "packaging" activities, it would be anticipated that each would more closely monitor the demonstration projects, innovative programs, etc., within its region and possibly salvage valuable training material which otherwise might be diffused only through the pages of journals--which typically go unread by teachers. The training package concept, therefore, will enable regional centers to respond more adequately to the training needs of practicing teachers within their regions, as well to reduce the gap between what is known by researchers and innovators and what is practiced by teachers throughout the nation (p. 124).

The New York State Education Department, under a grant from the U.S. Office of Education, has developed a course for teachers of ESL to adults. The course contains five units, with textbooks, workbooks

and audio cassette tapes. It was completed in late 1974 and is a much more comprehensive course than that produced by the author of this paper. For more information, contact:

Robert Poczik, ESL Teacher-Training Course
Bureau of Basic Continuing Education
State Education Department
Albany, New York 12234

Summary and Hypothesis

Summary. The author has given a review of the adult education movement, the recent emphasis on Adult Basic Education and now the emerging imperative to provide ESL instruction for the non-English speaking adult and teacher training for those who will give that instruction and has further detailed various ways of meeting teacher competency needs.

Hypothesis. Teachers and para-professionals working as facilitators in ESL/ABE programs in Region VIII can achieve an improved self-confidence and a greater degree of competency after receiving a teacher training instructional module which provides for improvement of competency in:

(1) determining educational goals and setting specific program objectives for the adult ESL/ABE programs,

(2) defining when a person has learned a language,

(3) understanding the three chief aspects of learning a language, and,

(4) naming the individual differences of adult ESL students than they evidenced before receiving such a training package.

CHAPTER III

METHODS

Study Groups (Subjects)

Three groups composed of a combination of paid and volunteer teachers, tutors, and para-professionals of adult ESL programs received instruction in the specific ESL instructional learning package designed and produced by the author. It was given first to a group of instructors in Laramie, Wyoming, who were representative of ESL programs in Casper, Rock Springs, Cheyenne and Laramie. There were 14 present and 13 returned questionnaires (post-test only). This group will hereafter be called the Laramie group. The second group receiving instruction were from the Volunteers Clearing House in Ft. Collins, Colorado. A total of eight received the training. Six returned the pre-test and five returned the post-test. The third group were of the public school ABE/ESL program in Colorado Springs. Six received instruction and six returned both pre- and post-tests.

Generalizations drawn from this study must be limited to the Wyoming programs represented and to Colorado and Ft. Collins programs. Perhaps a more detailed discussion of those programs and personnel would be helpful.

The Laramie group consisted of seven representatives from the Laramie public school ABE/ESL/GED program, two from the Rock Springs Right to Read, three from Cheyenne Community College, and two from Casper public school ABE/ESL/GED Learning Laboratory. Those returning questionnaires were two program supervisors, four teachers, seven

para-professionals and volunteer tutors. Of this group, three had received some formal training in ESL teaching procedures and for the majority of the rest it was their first exposure to training in ESL subject matter content. In general there are fewer foreign born in Wyoming and their numbers in the ABE programs are not usually sufficient to justify the expense of a separate teacher for them. The Cheyenne Community College and the Casper Public School program are exceptions, however, as they have separate ESL instructors. The Spanish speaker is the predominant language group. Most of the ABE programs have little in-service training.

The Ft. Collins group was composed of one program supervisor, one secretary, one teacher and four volunteer tutors. Two members of this group had received formal training in ESL teaching. This program has a great deal of in-service training. The Volunteers Clearing House does home tutoring for the Spanish speaking, most of whom have little native education, in and around Ft. Collins. Volunteer tutors do the instruction on a one to one basis. The majority have college educations. Funds are severely limited.

The Colorado Springs group was composed of one teacher and five para-professionals, five of whom have ESL as their only or main teaching assignment in either day or evening school. These subjects are part of a large (200 ESL students/35 week term) public school ABE/ESL/GED program which includes a part time night school and full time day program. Funds are severely limited so that volunteers and para-professionals do much of the teaching. The para-professionals who were subjects in this study are GED graduates of the ABE program. They receive a great deal of in-service training. The predominant foreign born group is Korean

and 75% of the total ESL student population are Oriental. Most have good native educations and are highly motivated to learn.

It can be deduced from the above description of the subjects that the type and level of training needs varied widely.

Tasks

The Laramie group received the training package instruction and was then given a post-test paper and pencil questionnaire to complete. The Ft. Collins and the Colorado Springs groups received a pre-test questionnaire, were given the training and then answered the post-test questionnaire. The pre-test and post-test were the same, although the subjects were not aware of this at the time of taking the pre-test. The test was composed of two parts. The first part was an attitudinal survey designed to determine feelings of subjects toward ESL teaching. Questions were designed to determine attitudes of job pleasure and enthusiasm, desire to help foreign born learn English, desire to learn more about ESL teaching, and feelings of subjects toward their own knowledge and skill in ESL. The evaluation instrument was a Likert scale ranking. The second part was a competency questionnaire designed to determine knowledge in ESL subject matter areas of educational goals and objectives, aspects of learning a foreign language, definition of language learning, determination of individual student differences, and was related directly to package objectives. The questions were of the open ended type.

Design

The elimination of the pre-test with the Laramie group removed the challenge to internal validity that would have resulted from pre-test

sensitization with that group. Comparing pre-test of the Laramie group with post-test of Ft. Collins and Colorado Springs helped measure results of the treatment alone, as did comparison of pre- and post-test results of the latter two groups. Gains presumably were a result of the learning package training. Gains resulting from pre-test learning also were indicated.

This research utilized the "Patched-up" design described by Bruce Tuckman in Conducting Experimental Research (1972):

> The patched-up design shown here is based on two different pre-experimental designs, neither of which by itself is adequate, but which, in combination, can create an adequate design. It is especially useful in situations like those previously described where a particular training program runs continuously with new persons and where the researcher has no opportunity to withhold treatment from anyone (p. 123).

This method was considered by the author to be superior to the one-group pre-test/post-test design described by Tuckman:

> This study differs from the one-shot case study by using a pre-test, which provides some information about the sample. However, this design (or nondesign) fails to control for history, maturation, testing, or statistical regression and thus cannot be considered legitimate. While it provides some information about selection because the pre-test describes the initial state of the selected Ss on the dependent variable, it falls far short of handling the other sources of internal invalidity (p. 105).

It was also considered more appropriate than the time-series design, which might have been used, except for negative participant reaction, which this researcher feels would have resulted:

> As has been discussed earlier, there are times when a comparison or control group cannot be included in an experiment. When a change is to occur in an entire school system, for example, it may be impossible to find a second school system which (1) is in most ways comparable to the first, (2) has not also incorporated the change, and (3) is willing to cooperate. The time-series design differs from the one group pre-test/post-test design in that a series of pre-tests and post-tests are given, rather than a single test of each. Administered over a period of time, these series provide for the control of maturation (particularly) and in some degree for

history - two important sources of internal invalidity totally uncontrolled by the one group pre-test/post-test design. The time series also offers the advantage of controlling for testing effects, since repeated exposure to a single pre-test is likely to lead to adaptation or desensitization (p. 114).

Variables

(1) Independent Variable - Receiving instructional package training.

(2) Dependent Variables - Degree of teacher competency, and comparative measure of self-confidence in ability to perform task.

(3) Moderator Variable - Use of pre-test.

(4) Control Variables - Subject taught (English as a Second Language) and age of students taught (Adults).

Analyses

The patched-up design combined the one group pre-test/post-test design (O X O) and the intact-group comparison ($\frac{O \quad O_1}{O_2}$) which failed to control for selection of subjects. The patched-up design combines these two pre-experimental designs to merge their strengths and overcome their shortcomings.

KEY: X = package treatment

O_1, O_3 = post-test

O_2 = pre-test

Laramie Group: $\underline{X \; O_1}$

Ft. Collins and Colorado Springs: $O_2 \; X \; O_3$

Thus, the "patched-up" design was chosen because a control group and real random assignment necessary to true experimental designs presented overwhelming problems due to geographic limitations and

diversity of ESL programs. An intact group, in which everyone received the package treatment seemed the best solution. This plan provided for adequate controls over test bias and selection of subjects.

The results of the attitudinal survey were tabulated by assigning a value of 5 to a Strongly Agree response, 4 to an Agree response, 3 to an Undecided response, etc. The totals for each sub-category were added and the median was computed for both the total score and the score per question. Pre- and post-test scores were compared.

The results of the competency questionnaire were computed by assigning a value of 5 to a question answered as essentially presented in the training package, a value of 4 to a question answered not exactly as presented but essentially a good answer, a value of 3 to an answer considered adequate with at least half of points presented given in the response, a value of 2 to an incomplete or partially incorrect response, a value of 1 to an incorrect answer and a value of 0 to a question for which no response was made. Totals were made for each subject, the median scores computed and pre- and post-tests compared.

CHAPTER IV

RESULTS

Chapter IV will present the findings regarding the hypothesis that teachers and para-professionals working as facilitators in ESL/ABE programs in Region VIII can achieve an improved self-confidence (attitude) and a greater degree of competency after receiving a teacher training instructional module which provides for improvement of competency.

The results of data collected from this research study (tabulated and reported in Table 2) show that an ESL training package given to three test groups improved their knowledge of selected ESL goals and objectives and other related ESL teacher competency information.

Table 2 contains the number of correct responses to the teacher competency questions on the same paper and pencil test given after the training to the Laramie group and both before and after the training to the Ft. Collins and Colorado Springs groups. Both the Ft. Collins and the Colorado Springs groups scored significantly higher on the post-test than did Laramie. The Laramie scores were 39 percent and 45 percent higher, respectively, than the Ft. Collins and Colorado Springs pre-test scores. The average post-test scores were: Laramie - 62 percent, Ft. Collins - 90 percent, and Colorado Springs - 97 percent. The competency improvement over the pre-test scores was: Ft. Collins - 67 percent, and Colorado Springs - 80 percent. The t-test of statistical analysis was used to determine that the differences in the Mean gain between pre-test and post-test scores on the competency questionnaire were significant at the .01 level.

Table 2

Median Score and Standard Deviation on Pre/Post Test of ESL Learning Package Treatment Competency Questionnaire

	N[a]	Group			
		Laramie		Ft. Collins/Colo. Springs	
		Median	S.D.	Median	S.D.
Pre	14 (14)			6[b]	2.45
Post	26 (23)	18.5[c]	2.33	30.0	2.34

Note: Maximum Score = 30
There was no post-test score lower than 25 in the Ft. Collins/Colorado Springs group, so the Laramie post-test score ranks at the 0 percentile.

a Numbers in parentheses indicate the number of subjects who returned tests.

b 8 subjects in the Ft. Collins/Colorado Springs groups answered only two questions on the pre-test.

c 5 subjects in this group failed to answer two questions on post-test.

$p < .01$

Table 3

MEDIAN SCORES OF POSITIVE ATTITUDINAL RESPONSES ON PRE/POST TEST OF ESL LEARNING PACKAGE TREATMENT

Attitudinal Questionnaire

N		Group							
		Laramie				Ft. Collins/Colorado Springs			
		P	H	L	K&S	P	H	L	K&S
Pre[a]	13 (12)					21	8	5	13.5
Post[a]	26 (23)	22.5	8.7	4.7	13	22.5	9	5	14.0

a Median total score in sub-category

Note. P = Pleasure; Expectations of enjoyment, excitement and pleasure and lack of boredom in ESL teaching (questions 1, 3, 6, 7, and 11. Maximum score - 25).

H = Help; eagerness to help and willingness to work overtime (questions 9 and 12. Maximum score - 10).

L = Learn; desire to learn (question 8. Maximum score - 5).

K&S = Knowledge and Skill; uncertainty of job knowledge, job role and expectations, fear of working with foreign born, and fear that students would feel subject was a poor teacher (questions 2, 4, 5, and 10. Maximum score - 20).

$p < .10$

The results of data collected (tabulated and reported in Table 3) show a highly positive attitude on both pre- and post-test on expectations of enjoyment, pleasure in ESL teaching, excitement at knowing foreign born and lack of task boredom, eagerness to help and willingness to work overtime, and desire to learn more about ESL teaching. The pre-test revealed substantial uncertainties of ESL knowledge, role, and job expectations and fears that students would feel that subject was a poor teacher. These negative feelings were improved somewhat by the ESL training package.

Table 3 presents the number of positive attitudinal responses on the same test given both before and after the training in Ft. Collins and Colorado Springs and after the training in Laramie. Attitudes on the post-tests showed only slight improvement toward the positive in all of the sub-categories except for two instances and in one sub-category. Ft. Collins indicated the same high desire to help others on both pre and post-test and Colorado Springs indicated a slightly diminished desire to learn more about ESL teaching. Both Ft. Collins and Colorado Springs showed a greater increase in ESL knowledge and skill security feelings after the training (8 1/2 percent and 5 percent). Laramie subjects generally showed the same strong attitudes as the other two groups in expectations of enjoyment of ESL teaching and desire to help, but greater negative feelings were expressed as to their knowledge and skill to fill that role. (Note: researcher learned after field test that training comprised first exposure to ESL goals and objectives for the majority of subjects in this group.)

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This research effort has described the preparation, implementation and evaluation of an English as a Second Language (ESL) Instructional Learning Package. It was designed to facilitate the improvement of English language teaching and learning among adults in Adult Basic Education (ABE) programs in response to a need for special training in certain ESL knowledge areas. The package was tested among teachers, tutors and para-professionals working in two programs in Colorado and four in Wyoming to determine if the material that was presented improved teacher competencies in selected areas and if the slide-tape format used was an effective and interesting one. The data collected from this research study and reported in Tables 2 and 3 supports the hypothesis that teachers and para-professionals working as facilitators in ESL/ABE programs can achieve a greater degree of competency after receiving a teacher training learning package and tends to support the hypothesis that they can achieve an improved degree of self-confidence after such training.

Conclusions

General. (1) Subjects in this study had a low level of knowledge of goals and objectives of the adult ESL program and related subject matter knowledge before receiving training, but they were aware of this lack of skill. These findings tend to support Carter's (1970) expression of need for massive in-service training for ESL teachers

and the statements of the National Association of Foreign Student Affairs (1973) of the lack of special ESL training of those presently employed in that work.

(2) ESL instructors, whether professionals, para-professionals, or volunteer tutors, show a high degree of altruism, job enthusiasm and desire to learn more about ESL teaching. This would seem to indicate that an ESL training package might be useful and well accepted in Region VIII as a training vehicle.

(3) An ESL training package geared toward special needs of ESL teachers of adults can result in significantly increased knowledge gains.

Training Package. (1) Subjects with little or no previous ESL teacher training show greater knowledge gain when given an introduction or preparation, such as a pre-test or training package outline and hence such a device should be included as part of the package.

(2) The learning package structure seems to be useful, flexible and well received by groups of varying sizes, levels of knowledge and who are instructing students from a wide variety of native backgrounds.

(3) There is a need for follow-up and reinforcement activities such as teaching demonstrations and video-taping.

(4) The package may contain too much detailed information for subjects with no previous ESL exposure to absorb in one sitting.

(5) The questions and vocabulary used on the pre-test and post-test may have been a source of confusion for a few subjects.

Recommendations

(1) Follow-up studies would be valuable to determine how much of knowledge gains following such short term training are permanent ones.

(2) Plans for development of use of video-tape of micro-teaching following the use of the training package would seem to expand the usefulness as a training device.

(3) Before using this format with a group, it might be well to determine if this is a desired learning mode. One subject expressed what the author interpreted as distaste for programmed learning by writing on his/her paper: "Answered from experience, not as given on slide presentation." Another subject (the same one?) voiced the same objections to this researcher. Further research on preferred learning styles of adults might be helpful.

(4) Further studies that would include cities in other Region VIII states to determine goals of existing adult ESL programs and competency levels of instructors and perhaps related to results achieved (drop-out rates, student satisfaction, etc.) would give a more complete picture of the region.

(5) A survey of existing adult ESL programs in Region VIII would be helpful for cross sharing of training and information.

(6) The need for further packaged materials in areas of adult ESL methods and techniques, screening and evaluation was indicated by comments received during study.

Implications

(1) The failure of the findings to significantly support the hypothesis that a training package would improve self-confidence is felt by the author to be due to the initial high level of job enthusiasm, altruism and desire to learn. On pre-test, the mean score per question

on these three sub-categories ranged from 4.0 to 4.7, with 4.4 being the median. The maximum possible was 5.

(2) Though a high desire to learn was indicated on pre-test (Colorado Springs 4.7, Ft. Collins 4.3), only Colorado Springs indicated some satisfaction of this thirst for ESL knowledge on post-test (Colorado Springs 4.4, Ft. Collins 4.7). The fact that the Ft. Collins classes had not yet begun and Colorado Springs had been in session for two months might be a relevant fact.

(3) The significantly greater gains of the groups receiving the pre-test and package outline on the ESL subject matter competency questions supports the need for use of such techniques as learning tools. The author feels that the level of ESL subject matter awareness was significantly higher in Ft. Collins and Colorado Springs before training than in Laramie. There are fewer numbers of foreign born in the Wyoming ABE programs. Of the fourteen subjects receiving training in Wyoming, only three had received previous ESL training. Both Ft. Collins and Colorado Springs groups had received previous in-service ESL training. Some of the Wyoming subjects stated it was the first time that a group had assembled in Wyoming for the purpose of learning more about ESL. An introductory discussion session to determine needs of these participants and to raise awareness might have produced more receptive learning conditions. Several expressed their frustration at being unable to grasp so much material in such a short time. "Enough material for a college course" was a comment heard from several. A note written on one questionnaire read "Would recommend that it be broken up into separate sessions with discussion, etc. It is very

difficult to assimilate a very large amount of good material in such a short time."

(4) Completion of paper and pencil questionnaire was difficult to achieve, even when the researcher was present. A "test" seems to be a threat to many adults.

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APPENDIX A

SCRIPT FOR LEARNING PACKAGE

Script for

ESL Training Package

EDUCATIONAL GOALS AND OBJECTIVES FOR THE ADULT ESL PROGRAM

Prepared by: Shirley E. Kircher
1975

For Project ACT - Region VIII

Dr. James M. Kincaid, Director

Script for:

EDUCATIONAL GOALS AND OBJECTIVES FOR THE ADULT ESL PROGRAM

VISUAL	AUDIO
SLIDE #1 Title and Credits	
	RATIONALE AND INTRODUCTION
SLIDE #2 Why this Learning Package?	In recent years it has become increasingly apparent that a person who wants to teach a language needs more than a command of the language and an interest in teaching it. The fact that English is one's native tongue does not of itself qualify one to teach it to the thousands of persons coming to this country every year, some of whom plan to make their homes here and become U.S. citizens.
SLIDE #3	Frequently the teachers who try to give needed language help are intelligent, dedicated, and, in most respects, quite competent, but are lacking in acquaintance with the techniques and materials employed by the specialists in this work. These teachers can learn about language teaching with in-service training.

SLIDE #4

Earl Stevick said: "It would be impractical to ask all these persons to complete semester courses in teaching English as a Second Language before they undertake work of this kind. Further, they should not be discouraged from trying to help their interested neighbors learn some English. The loss of personal contact and communication would be too great on both sides, both on an individual and on a national level."

SLIDE #5

He continued: "However, it is not necessary for such teachers to proceed without any knowledge of the accumulated experience of others. Ideally, as they devote more and more energy to their teaching, they will invest corresponding amounts of time in improving their preparation for the work."

SLIDE #6

In addition to learning about teaching procedures, the instructor must consider the student's native language. Writing in Basic Helps for Teaching English as a Second Language, Betty Frey said: "Although the teacher does NOT have to be able to speak or understand the student's language, a knowledge of the basic sound system of that language is helpful and the teacher who takes the time to

learn a few words or simple phrases in the other language when the pupil speaks NO English will be richly rewarded by the appreciation and enthusiasm of the student."

SLIDE #7

This Learning Package is the first of a series designed to meet the needs of the beginning ESL teacher. They will be brief and concise enough for the beginner but will be useful and sound as far as they go, providing direction for further reading and study. ESL teachers and tutors are busy people, thus the format is concise. Each package may be completed in one hour.

Teaching tools must be practical to be useful, so therefore, the modules us an approach that can readily be applied to real-life situations.

SLIDE #8

Through my English teaching experience, I have gained understanding of the complex problems facing an ESL teacher. My classes are composed of Spanish (from 8 different countries), as well as French, German, Chinese, Filipino, Russian, Korean, Japanese, Thai, Vietnamese, Turkish and Polish students, aged 17 to 69, who have been in the U.S. from 1 week to 50 years.

SLIDE #9

This experience has yielded an awareness of the rich personal rewards to be reaped by the teacher who spends some time in learning the needs of students and methods of meeting those needs. Teachers must give a little of themselves to accomplish the miracle of second language learning.

OBJECTIVES FOR TRAINING PACKAGE

SLIDE #10

What is this Package supposed to do?

When you have effectively completed the experiences in this package you will be able to:

SLIDE #11

Name the three chief aspects of a foreign language that must be learned.

SLIDE #12

Indicate when a person has learned a foreign language or partially learned it.

SLIDE #13

Name five broad goals of language teaching and learning.

SLIDE #14

Name eleven of the primary objectives of the ESL program.

SLIDE #15

Identify the six steps an ESL student traces in completing the language learning process.

SLIDE #16

Name four individual student differences that must be recognized and understood by ESL teachers.

PRE-TEST

SLIDE #17

Ask yourself these questions.

Please take paper and pencil and jot down these questions. (You may turn off the tape recorder at any point if you wish more time to write.)

SLIDE #18

Name the three chief aspects of a foreign language that must be learned.

SLIDE #19

What does learning a language mean? Turn off the tape recorder for five minutes and jot down some answers to these questions. If you wish to look at the questions again, you may reverse the slides and do so. As we proceed through the module, if you think you hear some answers, please jot them down. You may turn off the tape recorder now and jot down some answers to these two questions.

CONTENTS OF PACKAGE - UNIT ONE

SLIDE #20

Just what does "learning" a language mean? When can one be said to have mastered a language? Consider that in our own schools and colleges we continue to teach "English" to native English speaking Americans for some twelve or thirteen years, and then frequently insist that few of our college graduates can use English effectively or even correctly.

An article in the Harvard Educational Review said that:

SLIDE #21

"Adult Americans are badly informed about language and moreover, they have no better insight into their own English tongue than into language in general." Charles Fries has said: "If mastery of a language is taken to mean the ability to use or even understand 'all the words' of a language, then none of us can be said to have mastered our native language. In our own native language we know the words for those areas of life with which we have had some experience.

SLIDE #22

No one, not even the editors of our dictionaries, can know all the 'words' of our language." Many of you listening to this tape would be at a complete loss if suddenly someone asked whether you "believe in the historicity of the common Christological predicates," or directed you to "hoist the boat clear of the chocks until the falls are not quite two-blocked, and swing out in order to two-block the falls." There are always areas of experience in which a native speaker of the language will not be familiar with the special terms commonly employed by those who work in that particular field. "Mastery" or

"learning" a language must mean something other than knowing "all the words" of the language.

Fries, who tried to approach language from a scientific point of view, said that: "In learning a new language, the chief problem is not at first that of learning vocabulary items.

SLIDE #23

It is, first, the mastery of the SOUND SYSTEM --- to understand the stream of speech, to hear the distinctive sound features and to approximate their production."

Listen for a few moments to a tape of a Korean voice, a Spanish, and a Chinese voice. Try to differentiate and compare the elements in the flow of speech. The major elements to listen for are: phonemes or sounds, accent or stress, pitch, and pause.

SLIDE #24

(TAPE OF KOREAN LANGUAGE)

SLIDE #25

(TAPE OF SPANISH LANGUAGE)

SLIDE #26

(TAPE OF CHINESE LANGUAGE)

Did it seem that the Korean speech lacked accent or stress and that the Spanish one was

definitely accented? Did you notice that pitch is an important element in the Chinese speech? So--mastery of the sound system is the first aspect of foreign language learning.

SLIDE #27

Fries went on to say: "It is second, the mastery of the features of arrangement that constitute STRUCTURE of the language. These are the matters that the native speaker as a child has acquired early as unconscious habits; they must become automatic habits of the adult learner of a new language." The process of second language learning may be different from that of first language learning, but the result, automatic control of the structures, is the same.

Let's explore the built-in automatic understanding of structure by native-born Americans just a bit further. A programmed course produced jointly by Peace Corps grant and the University of California at Los Angeles contains the following exercise designed to help persons understand the structure of English:

SLIDE #28

"Consider this strange-looking sentence: THE BLUGY CHINZELS SLOTTLED PRASILY ON THE FLUBBISH WUB. Copy that sentence on a piece

of paper, please. THE BLUGY CHINZELS SLOTTLED PRASILY ON THE FLUBBISH WUB. Now answer these questions about the nonsense sentence: (a) What kind of chinzels were they? (b) What did the chinzels do? (c) Where? (d) What kind of wub did they slottle on? (e) How did they slottle?" Yes, you were correct if you identified the kind of chinzels as blugy, if you said that they slottled, and the place they slottled was the flubbish wub, the kind of wub was flubbish, and that they slottled prasily. How is it that you are able to answer nonsense questions about a nonsense sentence with no trouble? It's because this sentence includes many grammatical signals that you as a speaker of English recognize as meaningful. Some of these grammatical signals are suffixes: The blugy chinzels slottled prasily on the flubbish wub. The suffix ly helped you to recognize prasily as a word that functions like slowly, quietly, anxiously, quickly, etc. The y suffix of blugy you recognized as an adjective-forming suffix as in foggy, funny, messy, etc. The ed of slottled signaled a past verb, the s of chinzels signaled plural, and ish of flubbish signaled an adjective suffix as bluish, boyish,

etc." You might just as well have said: "The sleepy turtles crawled slowly on the brownish log."

SLIDE #29

Of course structure cannot be learned in a vacuum. There must be sufficient VOCABULARY to operate the structures and represent the sound system in actual use.

SLIDE #30

So, once again, what are the three chief aspects of language learning?

SLIDE #31

To review what we have just learned: They are (1) MASTERY OF THE SOUND SYSTEM, (2) MASTERY OF THE STRUCTURE OF THE LANGUAGE, and (3) SUFFICIENT VOCABULARY TO OPERATE THE STRUCTURES.

Now that the aspects of language learning are understood we can better define when a person has learned a foreign language. Fries stated his definition in terms of the individual's mastery of the problems of language learning: "A person has 'learned' a foreign language when he has first within a limited vocabulary mastered the sound system (that is, when he can understand the stream of speech and achieve an understandable production of it) and has made the structural devices matters of automatic habit.

Stevick related it to the individual's own particular situation and gave a practical definition: "A person has learned a foreign language when he is able to understand and use understandably the expressions he needs in any situation in which he participates." He has partially learned a foreign language when he can use and understand part of the expressions he needs for a given situation.

SLIDE #33

(TAPE OF STUDENT DIALOG)

SLIDE #34

Structure and vocabulary alone are not enough. They must be tied to a real communication situation. A communication situation occurs when a person learns something new from another person. Thus, to hold up a pencil and say "This is a pencil" is not real communication because the student already knows what the teacher has in his hand. Here the student may learn something new about the form of a language, but not about the content of the message. Asking "Where do you live?" is a communication question if the answer is not known beforehand. Activities for applying the drill to real situations must be supplied and

opportunities for spontaneous and free communication should be encouraged.

SLIDE #35 (TAPE OF CLASS DRILL, FOLLOWED BY:

SLIDE #36 APPLICATION SEQUENCE)

Now that we have discussed a definition of language learning and are aware of the problems to be overcome, have we gained some answers to the questions that were asked in the beginning?

SLIDE #37 What are the chief aspects of a foreign language that must be learned?

SLIDE #38 What does learning a language mean?

You may turn off the tape recorder and jot down some answers to these two questions.

This completes the first unit of this package.

CONTENTS OF PACKAGE - UNIT TWO

SLIDE #39 Please ask yourself these questions:

SLIDE #40 What are my general goals or aims for the ESL students that come to me? (i.e., what kinds of language skills must be developed?)

SLIDE #41 What are some individual student differences that must be recognized and understood by ESL teachers?

You may wish to jot those down on a piece of paper, so that you may be watching for answers as the package progresses.

SLIDE #42

In the English program Mary Finocchiaro talked about five principal goals. We aim to give the students:

SLIDE #43

(1) Listening Skills, (2) Speaking Skills, (3) Reading Skills, (4) Writing Skills, and (5) Cultural Behavior Skills.

SLIDE #44

LISTENING SKILLS: the progressive ability to understand the English he or she would hear spoken by a native English speaker. For recognition, for understanding the language as used by English speakers, frequency of occurrence is a fundamental criterion of selection.

SLIDE #45

It is not enough for the foreigner to be understood when he asks a question. A person learning English may have a limited number of forms which he or she can produce to express ideas, but he must be able to understand a bewildering flood of responses expressed in various dialects and accents and seasoned liberally with slang and idiomatic expressions.

When developing listening skills, the foreign-born must understand the sound system, or the stream of speech, as well as contending with the complexities of the structure of English.

SLIDE #46

The major elements of the sound system are the (1) phonemes, such as contrasts between vowel and consonant sounds, (2) stress or accent, (3) intonation or pitch, and (4) pause or juncture.

Let's briefly discuss only one aspect of understanding spoken English, that of rhythm, which combines the elements of accent, pitch, and pause. There are many languages of the world which assign to every syllable just about the same amount of time. Thus, in these languages the amount of time that it takes to say a particular word or phrase is proportional to the number of syllables in it. When we hear people talking in these languages we say "they sound like machine guns."

SLIDE #47

(TAPE OF JAPANESE LANGUAGE) The Japanese language is an example of this.

SLIDE #48

The rhythm of English has a different quality. In English we tend to treat our "accented

syllables" in a special way, making them higher in pitch, louder in volume, and longer. At the same time we make the unstressed syllables comparatively short, so that there is a series of heavy syllables coming along at almost equal intervals, between which are any number of unstressed syllables. As a result, the length of time it takes us to say a phrase depends not so much on how many syllables the phrase contains as the number of stressed syllables.

SLIDE #49

Speakers of "machine gun" languages might conceivably accuse us of "talking like cannons." I'm going downtown this afternoon to buy some tennis shoes -- da BOOM da da BOOM (pause) da da da BOOM (pause) da BOOM da BOOM da BOOM. Becoming familiar with the rhythm of spoken English is only one of the listening skills to be developed by the student of English.

SLIDE #50

The three major devices used to teach structural meanings are (1) word order, (2) grammatical forms (remember the blugy chinzel slottling prasily on the flubbish wub?) and (3) function words. For a selection of what is important for study on this level, Fries suggests that the frequency counts that have

been made of structural items are valuable to study.

SLIDE #51

For example, nine prepositions account for 92% of the occurrences of these function words in present-day English. The nine prepositions are: at, by, for, from, in, of, on, to and with. The average number of separately numbered meanings recorded and illustrated by the Oxford Dictionary for each of these words is thirty-six and a half. The word of is given 63 different meanings in the Oxford Dictionary. "In addition to the preposition used singly, there is the use of two or more prepositions together, as shown in the list of prepositions used with about -- of about, on about, by about, from about, with about, for about, at about, to about, since about, in about, after about, within about, until about. It is not difficult to see the confusion that often occurs when the foreign born try to understand the use of those "little" function words.

SLIDE #52

SPEAKING SKILLS: We aim to give the student the progressive ability to carry on a conversation with a native English speaker on topics of interest to his age group and particular

situation. The oral approach--the basic drill, the repeated repetitions of the patterns produced by a native speaker of English, and then the conscious production of the structure in a natural context by the student--is the most economical way of thoroughly learning the structural methods of a language. Fries said: "Speech is the language. One never seems to gain satisfactory control of language material by silent study and memorizing." Fries did not mean to say, however, that teaching reading and writing is unimportant.

SLIDE #53

Finocchiaro listed 5 sequential steps in the audio-lingual method of teaching language: (1) The pupils should understand the material. This may be done through pictures, real objects, pantomine, dramatization, brief explanation in English, or (as a last resort) through the equivalent expression in the pupil's native language.

SLIDE #54

This may be termed the "cognition" step. [She argues in favor of judicious use of the native language, in that students may take advantage of the fact that the teacher speaks their language and thus make less of an effort to understand and to be understood in English. She

feels that although the ability of the teacher to speak the pupil's language "is not important" (some authorities feel that she meant 'essential'), a knowledge of the broad characteristics of the structure and sound of their language is essential for good teaching. This may be helpful to know, since adult ESL classes are often composed of students from many different ethnic backgrounds.]

SLIDE #55

I have found that it is helpful to use the assistance of advanced students with good native educational backgrounds to explain structural differences and make necessary translations. These persons may also be effectively used as tutors, in the beginning stages of English language learning, PROVIDING that their spoken English is good enough for the student to model, and that they will be firm in refusing to let the student take advantage of their understanding of his or her native language to the detriment of their English progress.

SLIDE #56

The second step listed by Finocchiaro in oral language teaching is the repetition or drill stage. The students should be led to repeat the material after the teacher models it as

often as necessary. The repetition is done first by the entire group, then by smaller groups, then by individuals, always preceded by the teacher model.

SLIDE #57 Step three is the practice of the material in as many ways as possible.

SLIDE #58 Step four is conscious choice of the correct structure, word, or responses, or questions. This is often called the step of "discrimination."

SLIDE #59 The last step, or five, is the use of the new material in a natural communication situation in which they can express ideas, wants, or desires without conscious concern for inflections, word order, stress, or any other feature of the English language system. This step is often labeled "production." Not all these steps need be used if the students are able to reach stages sooner.

SLIDE #60 (TAPE OF CLASS DEMONSTRATING FIVE STEPS)

SLIDE #61

SLIDE #62 READING SKILLS. The third main goal of the language program is the progressive ability to read material in English with comprehension,

ease, and enjoyment. In addition to helping students comprehend the written material in the texts that are used, they should be given the knowledge and the ability to

SLIDE #63

read any other material that suits their special interests with ease and enjoyment. Many experts feel that listening and speaking should always precede reading.

SLIDE #64

It has been my experience, however, that many adults, especially those with a good native education, prefer to have the reinforcement of the printed word, the visual symbol, as they learn to speak. The written words may follow the oral introduction by only a few minutes.

SLIDE #65

WRITING SKILLS. The fourth goal is the progressive ability to write correctly and expressively in English. When we say "writing" we mean primarily the carefully guided marks on paper that we assist out students in making at the first stages. Naturally, the

SLIDE #66

type of writing system (alphabet, picture) which exists in the native language is an important factor in determining the ease or speed with which our students learn to write. The

students (for example, Japanese, Korean, Chinese, and Thai) may have to learn an entirely new writing system. Writing with a purpose, as letter writing, is an encouragement for the development of this skill.

SLIDE #67

SLIDE #68

This letter was written spontaneously by a Thai student. (TAPE OF LETTER)

SLIDE #69

Writing should reinforce the structural and lexical (vocabulary) items which have been taught, as well as the listening, speaking, and reading skills.

SLIDE #70

Writing also includes composition and the higher cognitive skills of organizing and evaluating. The essay of a young Japanese person in the U.S.A. for only 8 months illustrates a rather high level of evaluative writing. She was expressing her opinion for a school newspaper writing assignment.

SLIDE #71

(TAPE OF ESSAY)

SLIDE #72

SLIDE #73

CULTURAL BEHAVIOR SKILLS. The fifth and last major goal is the progressive ability to function in a culturally appropriate way in a variety of situations. Many opportunities should be provided

SLIDE #74

through social activities, holidays, coffee breaks, field trips, special news stories, birthdays, etc., to acculturate the students (and to instruct the teacher and community members in rich and varied customs and courtesies). An example of incorporation of cultural behavior skills into the program would be the use of a series of lessons designed to teach U.S. Courtesy and manners in dining, dating, telephoning, etc.

SLIDE #75

The ESL program can provide an important service in aiding mutual understanding and acceptance between foreign-born and local community members. Language barriers, mutually unfamiliar cultural patterns and social mores may create suspicion and misunderstanding. Open House, Culture Days, Pot-Luck Suppers, can serve to assist both new and old community members in mutual understanding and respect as well as giving the foreign-born

SLIDE #76

person a rightful pride in his or her own native cultural heritage. Such functions can also serve as vehicles for teaching customs and courtesies as practiced in the U.S.

These broad goals must be put through several filters or screens to determine what

processes will utlimately take place in the learning situation.

SLIDE #77

The most important filter is the student. What are his or her goals, age, cultural and language background, ability, native education? Perhaps student A wishes to gain enough oral and listening communication skills to obtain a job quickly,

SLIDE #78

perhaps B has lived in this country several years and is satisfied with his or her oral communication level, but wishes to learn to read and write English.

SLIDE #79

Perhaps all four of these skills appear to be minimal but C has a pressing need to obtain citizenship for a particular purpose, such as accompanying a military husband overseas. Her expressed goal is for citizenship instruction.

SLIDE #80

Another student, D, is lonely and attends classes for social reasons.

SLIDE #81

E has good language learning ability and is quick and impatient, while F has little or no native education and a poor self concept. If we attempt to use a traditional lock-step approach and serve the same educational menu to all, we will soon find our class attendance

dwindling and signs of frustration increasing. We must not forget that the adult student, whether native or foreign-born, is a voluntary learner, school may not be his primary frame of reference, and attendance may be difficult for him or her.

Assessing the student's language skill needs and wants, and providing a warm, accepting learning climate in which those can be accomplished in an individualized manner, may well be one of the most important things to be accomplished in the learning situation.

SLIDE #82

The institutional filter will be an important screen for goals. What are the teacher resources? Are tutors or volunteers available to help individualize instruction? What are the time limitations for instructional periods?

SLIDE #83

Are materials and supplies adequate and appropriate? Are the physical facilities conducive to learning? Does the sponsoring agency have program objectives that must be met?

SLIDE #84

The community will also affect goals. Does the community expect certain things to be accomplished by the language program? Does it have available resources, such as experts, who might

translate, or a library with appropriate films and records, foreign language books?

SLIDE #85

Are there physical facilities available for use? Does the community support the program financially? Does it reject or discriminate against the foreign-born?

SLIDE #86

And lastly, the teacher's personal philosophy of life, philosophy of education, the kind of person they are, will have great effect on the goals of the language learning program. Does he or she believe the learner is the most important aspect of the learning situation or is it the subject matter content? Does the teacher view him or herself as the source of knowledge or as a helper in a learning process that will hopefully continue after classtime is finished? Is he or she a sincere, genuine and warm human being?

SLIDE #87

Before specific curriculum objectives are formulated, the student, the community, the institution, and the teacher must be considered as they relate to each different program. If this step is omitted, the program may flounder or fail, even if the subject matter content is accurate and extensive and the methods and techniques used are above criticism.

SLIDE #88

Ask yourself these questions?

Think back to the questions that were asked at the beginning of the second unit of this package.

SLIDE #89

What are the five general goals of the ESL program?

SLIDE #90

What are four individual student differences that must be recognized and understood by ESL teachers?

You may turn off the tape recorder and jot down some answers to these two questions.

This completes the second unit of this package.

CONTENTS OF PACKAGE - UNIT THREE

SLIDE #91

Please ask yourself these questions:

SLIDE #92

What are eight of the specific objectives of the ESL program?

SLIDE #93

What are the steps an ESL student traces in completing the language learning process?

You may wish to jot those down on a piece of paper, so that you may be watching for answers as this unit progresses.

SLIDE #94

The general educational goals of the language learning program and the necessary filters or

screens, particularly the student himself, were discussed in the second unit of this package.

SLIDE #95 — Now, specific objectives of the ESL program will be discussed. Here is a sample list that is used in the Colorado Springs Public School Adult program. Keep in mind that your situation will be unique, so objectives may be different.

SLIDE #96 — Development of a functional vocabulary that can be used immediately in the school and in the home and community and that will enable students to function

SLIDE #97 — in the social and cultural situations of the English-speaking community of which they are a part.

SLIDE #98 — Expression of simple ideas within basic cultural patterns of the language, such as greetings, telling time, months of the year, days of the week, numbers, the weather, and holidays.

SLIDE #99 — (TAPE OF STUDENT DRILL - MONTHS/SEASONS)

SLIDE #100 — Ability to give survival information about himself, his address and telephone number, his work, and his family.

SLIDE #101 (TAPE OF STUDENT - MY NAME IS EDUARDO)

SLIDE #102 Ability to ask and answer simple questions, understand use of function words, sentence patterns and word order.

SLIDE #103 (TAPE DIALOG - WHERE DO YOU WORK?)

SLIDE #104 Development of spontaneous understanding and/or usage of the basic tenses, especially the simple present, I work every day; present progressive, I am working now; the simple past, I worked yesterday; and future (simple "will" future for recognition and "going to" future for production).

SLIDE #105 Experiences through social activities, field trips, films, etc., which will

SLIDE #106 develop understanding of culture and customs of English speaking people.

SLIDE #107 The baby shower planned for one of the students and illustrated on the slides is an example of this.

SLIDE #108 Development of a basic understanding of geography of the United States,

SLIDE #109 basic structure of the U.S. government, national holidays and heroes.

SLIDE #110 The students illustrated here are learning to name the fifty states of the union.

SLIDE #111 Development of pride in their native cultural heritage (including their language).

SLIDE #112
SLIDE #113 The student pictured here has prepared a brief talk about the flag of her country.

SLIDE #114 (TAPE - THE FLAG OF HONDURAS)

SLIDE #115 Providing instructional materials suitable to their achievement level which will insure success.

SLIDE #116 (TAPE - PRONUNCIATION EXERCISE, "The More We Get Together")

SLIDE #117 Bringing about a mutual accepting relationship between them and other community members.

SLIDE #118 (TAPE OF SPANISH MUSIC)

SLIDE #119 (TAPE OF ORIENTAL MUSIC)

SLIDE #120 Utilizing and providing a setting for sharing creative abilities of students in the school and in the community.

SLIDE #121 (TAPE OF GERMAN MUSIC)

SLIDE #122

SLIDE #123 (TAPE OF SPANISH MUSIC)

SLIDE #124

More specific objectives that are written in measurable terms should be formulated under each of the five general goals. Students seem to like checking off accomplishments as they are achieved. These should be translated into their native language so that they are clearly understood as to what is expected. An example of a specific measurable objective might be the following: The student will correctly identify (orally) at least 40 of a selected set of 50 picture vocabulary cards in the following object categories: people (family and vocations), animals, food, clothing, furniture, household objects, parts of the body.

SLIDE #125 Once the ESL goals of Listening,

SLIDE #126 Speaking,

SLIDE #127 Reading,

SLIDE #128 Writing,

SLIDE #129 and Cultural Behavioral Skills have been filtered through the needs and wants of the

community, the institution sponsoring the program, the student, and the teacher's personal philosophy, the next phase of program development involves the student.

SLIDE #130 — What are the steps that the student takes in the ESL program? This flow chart identifies the steps and serves to introduce content material that will be covered in later training modules.

SLIDE #131 — Step one is recruitment referral,

SLIDE #132 — step two is screening and needs assessment,

SLIDE #133 — step three is that of diagnosis and prescription.

SLIDE #134 — the fourth step is that of the actual educational process itself,

SLIDE #135 — step five is one of follow-up and record keeping,

SLIDE #136 — and the last step is one of evaluation of the entire program process. Actually, evaluation should be a continuous process done at every step. In actual practice, all of these steps will flow together so that the process is connected.

SLIDE #137

Now, think back to the questions that were asked at the beginning of the third part. Were they answered?

SLIDE #138

What are eight of the primary objectives of the adult ESL program?

SLIDE #139

What are the steps an ESL student traces in completing the language learning process?

You may turn off the tape recorder and jot down some answers to these two questions.

This completes the training package "Educational Goals and Objectives of the ESL Program."

SLIDE #140

Disclaimer Clause

APPENDIX B

LEARNING PACKAGE OUTLINE

OUTLINE

EDUCATIONAL GOALS AND OBJECTIVES FOR THE ADULT ESL PROGRAM

UNIT ONE:

I. Introduction: What does learning a language mean? When has a person "learned a language?"
II. The three chief aspects of learning a foreign language:
    A. Mastery of the Sound System of the language
    B. Mastery of the Structure of the language
    C. Sufficient Vocabulary to operate the structure
III. Conclusion and definition: What does learning a language mean? "A person has learned a foreign language when he is able to understand and use understandably the expressions he needs in any situation in which he participates."

UNIT TWO:

I. General goals or aims of the ESL program:
    A. Listening skills: the progressive ability to understand the English he or she would hear spoken by a native English speaker.
        1. Understanding of the sound system:
            a. phonemes
            b. stress or accent
            c. intonation or pitch
            d. pause or juncture
        2. Understanding of structure:
            a. word order
            b. grammatical forms
            c. function words
    B. Speaking skills: the progressive ability to carry on a conversation with a native English speaker.
        1. Audio-Lingual method:
            a. understanding
            b. repetition or drill
            c. practice of material in a variety of ways
            d. conscious choice of correct structure, word, etc.
            e. use of material in a real communication situation
    C. Reading skills: the progressive ability to read material in English with comprehension, ease and enjoyment.
    D. Writing skills: the progressive ability to write correctly in English.
    E. Cultural Behavior skills: the progressive ability to function in a culturally appropriate way in a variety of situations.
II. Individual student differences that should be recognized and understood by ESL teachers:
    A. Goals
    B. Age

C. Cultural background
D. Language background
E. Ability
F. Native education
G. Health
H. Time available

UNIT THREE:

I. Sample list of specific objectives of an ESL program:
   A. Development of a functional vocabulary
   B. Expression of simple ideas such as greetings, telling time, etc.
   C. Ability to give survival information about himself.
   D. Ability to ask and answer simple questions.
   E. Development of spontaneous understanding and/or usage of the basic tenses.
   F. Experiences which will develop understandinf of culture and customs of English speaking people.
   G. Development of a basic understanding of geography of the U.S., basic structure of government, holidays.
   H. Development of pride in their native cultural heritage (including their language).
   I. Providing instructional materials suitable to their achievement level which will insure success.
   J. Bringing about a mutual accepting relationship between them and other community members.
   K. Utilizing and providing a setting for sharing creative abilities of students in the school and in the community.

II. The steps that an ESL student traces in completing the language learning process:
   A. Recruitment and referral
   B. Screening and needs assessment
   C. Diagnosis and prescription
   D. Educational process
   E. Follow-up and record keeping
   F. Evaluation of success of process

APPENDIX C

QUESTIONNAIRES USED TO COLLECT DATA

FOR THE RESEARCH PROJECT

QUESTIONNAIRE

The results of this questionnaire will be used in my research study to determine the effects of this instructional Learning Package. DO NOT SIGN YOUR NAME to this sheet. I want to know how much you understand about the task of Teaching English as a Second Language. Please do not be nervous about these questions and try to give brief answers. The results will be kept confidential. Thank you for your cooperation.

Shirley E. Kircher
Colorado State University

1. When has a person "learned a language"?

2. What are the three chief aspects of foreign language learning?

3. Name the five broad goals (or aims) of language teaching and learning?

4. Name eight of the specific primary objectives of the ESL program.

5. Identify the six steps an ESL student traces in completing the language learning process.

6. Name four individual student differences that must be recognized and understood by ESL teachers.

(Please check one)

Years of ESL Teaching Experience:

0 to 1 _____ 1 and over _____

I want to know how you feel about this job (ESL teaching). You are to circle the word or words below each statement that has best described how you feel. There are no right or wrong answers. I would like your honest opinion.

Example: I believe in Santa Claus.
Strongly Agree Agree Undecided Disagree Strongly Disagree

1. I think I will enjoy this job.
   SA A U D SD

2. I am uncertain about what is expected of me in this job.
   SA A U D SD

3. I think I will often be bored with this job.
   SA A U D SD

4. I am afraid to work with the foreign born.
   SA A U D SD

5. I know what I need to know for this job.
   SA A U D SD

6. Most of the time I think I will have to force myself to go to work.
   SA A U D SD

7. I feel good about being an ESL teacher.
   SA A U D SD

8. I would like to learn more about teaching ESL.
   SA A U D SD

9. I will be unwilling to stay overtime to help a student.
   SA A U D SD

10. I am afraid my students will think I am a poor teacher.
    SA A U D SD

11. I am excited at the prospects of getting to know a foreign-born person.
    SA A U D SD

12. I want to help people learn English.
    SA A U D SD